

Session 3: Comprehensive School Mental Health Framework (CSMHS), Multi-level Systems of Support (MLSS), Positive Behavior Intervention and Support (PBIS), Risk Assessment SSW Resources

- [DPI School Mental Health webpages](#)
 - Navigate through the resources we have at DPI using the left-hand side menu. Here you will find elearning courses, including our mental health framework, with many other topics and implementation tools that fall into the broad category of Comprehensive School Mental Health.
- Wisconsin's Framework for Equitable Multi-level Systems of Supports (2017)
<https://dpi.wi.gov/sites/default/files/imce/rti/pdf/rti-emplss-framework.pdf>
 - Wisconsin's Equitable Multi-level Systems of Supports conveys the vision of an integrated system of behavioral, social, emotional, and academic support, includes all educators and all learners, considers the whole child and system, and attends to equitable access, opportunity, and outcomes.
- Equity: Wisconsin's Model to Inform Culturally Responsive Practices (2017)
https://dpi.wi.gov/sites/default/files/imce/statesupt/pdf/WI_Model_Inform_CRPs_2019.pdf
 - The Model to Inform Culturally Responsive Practices describes the beliefs, knowledge, and practices Wisconsin educators, schools, and districts need to reach and teach diverse students within their culturally responsive multi-level systems of support. It's not a checklist or a toolkit; rather, cultural responsiveness is a way of being and knowing. It's how we show up to do the work of schools.
- Wisconsin RTI Center & PBIS Network
 - The Wisconsin RtI Center which houses Wisconsin's PBIS Network (www.wisconsinrticenter.org) is a collaborative project between DPI and the 12 CESA agencies to provide high quality PBIS professional development and technical assistance regionally throughout Wisconsin. The Wisconsin PBIS Network helps Wisconsin schools implement and sustain an equitable multi-level system of supports to ensure behavioral and academic needs of ALL students are met. For more information on PBIS in Wisconsin, please visit the Wisconsin RtI Center website.
- [DPI Mental Health Screening Webpage](#)
 - [MH Screening Resource Guide](#)
 - Screening instruments, when selected and used appropriately, can supplement professional judgement, boost credibility of referrals and support staff and families in understanding developmentally appropriate behaviors of children and adolescents.
 - [Understanding the Differences: Social and Emotional Learning \(SEL\) Competence Assessment and Social, Emotional, and Behavioral \(SEB\) Screening and Assessment Document](#)
 - This document is intended to assist school professionals in differentiating between Social and Emotional Learning (SEL) Competency Assessment, Universal Social, Emotional, and Behavioral (SEB) screening, and more targeted SEB assessment. This document provides some basic information relating to screening and assessment, with a selection of additional

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resources linked at the end to support the comprehensive planning necessary to implement effective practices

- [DPI Youth Suicide Webpage on Screening](#)
- [Screening Guide](#) - National Center for School Mental Health
 - School Mental Health Quality Guide: School Mental Health Screening is part of a collection of resources developed by the National Center for School Mental Health (NCSMH) at the University of Maryland School of Medicine for The SHAPE System. The Quality Guides provide guidance to help school mental health systems advance the quality of their services and supports. This guide contains background information on school mental health screening, best practices, possible action steps, examples from the field, and resources.
- Self Assessment - [Educator Resilience and Trauma-Informed Self-Care Self Assessment](#) - CGTL
 - This handout includes a self-care self-assessment with key strategies for fostering resilience and a self-care planning tool to assist educators in identifying areas of strength and growth related to self-care and developing self-care plans.
- [Compassion Resilience Toolkit](#) - Rogers and DPI
 - A toolkit to focus on compassion resilience. This will guide all staff back to the core set of values and the drive for a sense of purpose that drew them to work in schools in the first place. It will do so by supporting the development of a strong set of skills to manage expectations, set professional and personal boundaries, build effective collegial relationships, and practice real-time and ongoing self-care. A focus on relational trust between teachers, students, families, colleagues, and administrators will encourage the risk-taking and exploration of new ideas that promote good teaching and learning. Teachers aren't the only ones who benefit from a focus on resilience. Principals, administrators, superintendents, student services staff, coaches, para-professionals, and others who form the school community contribute to the decisive elements that influence a school that is thriving.